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ABSTRACT

Sixty-two elementary school students from rural communities were assessed regarding gender orientation, extent of gender stereotyping in career awareness, and other features of self-concept. A treatment group received a career education unit from a master teacher. Students were assessed before the program was initiated and after its completion. The findings confirmed other studies indicating that deficits to female and male youth through gender stereotyping and other discriminations are experienced early. The likelihood and implications of continued distractions to work and relationships through adulthood are discussed. Further, strategies that include family issues in school counseling programs are suggested to support children and youth, and to complement current guidelines for counseling programs. It is proposed that a family-based approach be used in order to enrich individual students developmentally through elevation of relational skills by introducing relevant concerns in role conflict from the physical, cognitive, social, emotional, and spiritual domains. Therefore, a family and relational background is presented as an important ingredient in preparation of counselors to address the needs of rural students, especially in regard to gender equity and its expression in the world of work and relationships. Evaluative research is ultimately expected to demonstrate the efficacy of this approach. An appendix, "Cultural Tendencies for Males and Females," is provided. (Contains 6 tables and 74 references.) (Author/MKA)

CAREER DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS IN WESTERN KANSAS: GENDER STEREOTYPING AND OTHER BARRIERS TO ACHIEVEMENT ****

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ABSTRACT

Sixty-two elementary school students from rural communities were assessed regarding gender orientation, extent of gender stereotyping in career awareness, and other features of their self concept. A treatment group received a career education unit from a master teacher. Students were assessed before the program was initiated and after its completion. The findings confirm other studies indicating that deficits to female and male youth through gender stereo-typing and other discriminations are experienced early. Also, the likelihood and implications of continued distractions to work and relationships through adulthood are discussed. Further, strategies which include family issues in school counseling programs are suggested to support children and youth and complement current guidelines for counseling programs. In addition, it is proposed that a family based approach which is distributed in a way to enrich individual students developmentally through elevation of relational skills by introducing relevant concerns in role conflict from the physical, cognitive, social, emotional and spiritual domains. Therefore, a family and relational background is presented as an important ingredient in preparation of counselors to address the needs of rural students, especially in regard to gender identity and its expression in the world of work and relationships. Evaluative research is ultimately expected to demonstrate the efficacy of this approach.

Key Words: Gender Identity, Occupational Stereotyping, Career Counseling

CAREER DEVELOPMENT OF ELEMENTARY SCHOOL STUDENTS WESTERN KANSAS: GENDER STEREOTYPING AND OTHER BARRIERS TO ACHIEVEMENT

INTRODUCTION

Conventional belief systems often overgeneralize comparisons between males and females. This seems to be especially true in applications to youth and children. However, research consistently indicates females seem to demonstrate more verbal ability than males, and males stronger quantitative skills than females. Also, there are demonstrated differences in perception and physical characteristics. However, evidence regarding gender differentiation of most other characteristics is conflicted with large areas of overlap (Maccoby & Jacklin, 1974; Romer, 1980). For example, while males may generally be stronger in math skills than females, there are a substantial number of women with better math skills than many men. Also, while females may have elevated verbal skills in comparison to males, there are a substantial number of men with better verbal skills than many females. Further, important considerations for career counseling in elementary schools may involve the support provided students regarding the development of their individual qualities for the world of work while providing guidance which may relate more directly to their relationships.

Much of the work on the effects of gender socialization reflect generalized limiting features for men and women regarding their preparation for careers and relationships. Male socialization seems heavily weighted toward instrumental qualities,

i.e., challenge and risk management, and independence and creativity (Romer, 1989). In this regard, male adaptation seems more likely directed toward the needs of the labor market with less emphasis on skills for healthy relationships. In contrast, for women the emphasis seems based more on relational skills, i.e., passivity, acceptance and non-competition (Romer, 1989) which makes them less adaptive in the work place. The conventional approach for both young males and females often results in vulnerability in about half their experience, males with intimacy and females for occupational success. Further, for men and women the conventional adaptive mechanisms in many homes, churches and schools may be counterproductive in their relationships (Carlson, Napier & Pogobrin, 1990) and impose limitations on success in careers and development of healthy relationships.

The traditional model for family role organization was at one time believed to be remarkably tenacious (Kanter, 1977), and there is growing concern about the self-limiting features of this conventional model on career development and decisions throughout the lifespan, but especially among youth (Cook, 1993). One comparison of adolescent females with males indicated that vocational goals are set at a diminished level for women, and this occurs as a cultural phenomenon (Izzo, 1973). This may mean that the world of work benefits by rewarding the compression of abilities differentially at the expense of personal elevation. Also, the continuation of tradition gender orientation seems assured by organized stereotyping of individuals and job

characteristics (Weinrach, 1984). In other words, media, peer associations and public schools facilitate fulfillment of work place demands in a purposive manner (Richmond, 1983). Further, according to Archer (1985), people are not likely to choose an occupation that does not fit their learned gender stereotype. Such a limitation of career options may have negative consequences for both males and females in their attainment of career, educational and lifestyle goals. Therefore, in the workplace and home, individuals who form rigid gender stereotypes may feel uncomfortable in situations which required behaviors that did not match their gender awareness.

Socioeconomic Status and the Family

Gender differences may be partially understood as an artifact of socioeconomic status, especially when compressed by financial hardship (Cafazzo & Gross, 1989), and the influence of standard (rigid) parenting strategies (Kohn & Schooler, 1983). To the degree this occurs, personal needs for active expression of abilities may be undermined. In some ways, the result of engendered socialization on adults may be estimated to partially prepare them for achievement in a global environment, or exercise their full capability within relationships. In this regard, gender attitudes may provide a means to limit work ethic and life perspective. A very powerful transmitter of traditional values for high school girls is the family (Roe, 1984; Smith, 1980). At a time when the global economy stimulates the need for flexibility and the capability for lifelong learning (Riverin-Simard, 1990),

many families, particularly in rural communities, seem more likely to ascribe to a traditional and conventional model. Often, it seems to be a reaction to modernization. For example, in a Pennsylvania study, nearly 6,000 middle school students demonstrated the influence of the same-sex parent to be nearly as significant as career education resources in their career planning. They tended to emphasize traditional employment modes for male and female students. In this project, movement from the traditional gender-typed occupations represented a substantial challenge for these rural ninth graders (McKenna & Ferrero, 1994). Also, it illustrates the dual influence of the home and school on the career decisions of male and female students.

To complement these findings, Bartholomew and Schnorr (1994) maintained that the home environment can have a detrimental effect on learning essential tasks for career decisions.

> The failure of adolescents to engage in meaningful career exploration can be symptomatic of dysfunction within the family behavior dimensions of cohesion and adaptability. For example, over identification (undifferentiation) with the family because of extreme family loyalty (extreme cohesion) can negatively affect the development of autonomy (p. 312).

To investigate this phenomenon, Penick and Jepson (1992) asked 215 students in the 11th grade to complete the Family Functioning Scale (FFS) and several career development instruments including the Career Planning Involvement Scale and the Vocational Identity Scale. They demonstrated that the pattern of family interactions was a strong predictor of career development success of high school students.

Presumably, family relational patterns may hinder (or

facilitate) adolescent exploration because low levels of adaptability within the family hinder flexibility, emotional equilibrium and communication skills of youth - important for personal exploration, collecting information about the world of work and decision-making regarding the fit between the person and work environment. Therefore, families which increase adaptability and flexibility may indirectly expand the career options which the children believe are available.

Increasingly, by the time a youth is in high school, the effects of conventional family influence is apparent in career choice (Smith, 1980). The need for approval from family while implementing self-limiting career planning strategies appeared to be evident when the career status and decisions of sixty-four high school females, mothers and grandmothers were compared (Weeks, Wise, & Duncan, 1984). In this study, most females felt they were non-traditional when they took a part-time job. In other words, while the need for differentiation may be relatively strong within a female student, family perception may provide for only a fairly minimal adaptation and it becomes defined as quite extensive by local standards.

There are some indications gender orientation is deeply associated with self-esteem as early as the middle school years. In their study of middle adolescents, Cate & Sugawara (1986) found masculine competencies more highly valued by both male and female participants. However, within this sample, self-esteem was diminished among the females. This was explained as an outcome of

the emphasis placed on the masculine model in defining what participants socially valued. Physical maturation was, also, implicated. Among other things, this seems to indicate the importance of gender to personal perception of qualities and implicates cultural contributions to self-concept (Fitz, 1972). Therefore, patriarchal definition and value may often be ascribed to by male and female children, for themselves and others. For female students, their perception is founded on a negative value of their personal attributes. Also, if there is not significant support from other resources, personal confidence and valuations are vulnerable.

Further, the role of family functioning in career decisions of youth seems to be controversial. For example, Penick & Jepson (1992) studied the extent family functioning predicted success in career choices among 215 students in the 11th grade. In this study, family functioning was a strong predictor of career development success among the students. Family functioning may play a more decisive role among adolescents (Morrow, 1995) than children through emotionality and community in family relationships. However, changes in family structure from divorce and remarriage may not influences occupational stereo-typing (Billings, 1992; Smith, 1995) among students in rural schools.

Apparently, self-esteem is implicated in a number of at-risk elements (Gross & Capuzzi, 1989), including family interactions (Palmo & Palmo, 1989), well-being (McWhirter & McWhirter, 1989), and capability (Meggert, 1989). Therefore, gender identity and

occupational decisions seem to be associated with each other. While this may be helpful to community organization and structure, it appears detriment to personal fulfillment and identity development. In other words, while agents of socialization attempt to prepare students for success, gender stereotyping seems to play a key role in limiting self esteem.

Schools and Elementary Education

Gender role attitudes of children can be greatly influenced by the school environment (Alpert & Breen, 1989, Henshaw, 1992, Mancus, 1992, Paradise & Wall, 1986). A primary consideration of the school environment is providing supportive places for all students to learn. However, non-curricular experiences, i.e., comments made by teachers and other school employees (Henshaw, 1992), and gender of teachers (Mancus, 1992) and principals (Paradise & Wall, 1986) alone influence student perception of appropriate behavior and attitudes in adulthood. Therefore, schools provide an important means for boys and girls to initiate choice in their occupational roles which are likely to be expressions of two different frames of reference.

> Boys recognize their roles as open and varied; they typically cite a wide range of adulthood goals, for example, builder, doctor, fireman, policeman, pilot. Girls view their roles as circumscribed and fixed; consequently, they name few as their potential adult outcomes, for example, mother, teacher, nurse. (Reid & Stephans, 1985. (p.269)

For example, in a study of 1st, 3rd, and 5th grades, 355 students were asked their opinion of which sex "can be" each of 40 adult jobs presented in list form. The researchers reviewed with students the meaning of the word "can" and described each

occupation. Students were then asked to mark the picture (only women, mostly women, women and men, mostly men, and only men) that represented their view of the occupation. They found males to be more stereotyped in their occupational views than females (Garrett, Ein & Tremaine, 1977).

Two implications of this work require further comment: The influence of gender and time. For example, do students continue to make similar estimates as they become older? Further, the gender stereotyping of males may be a part of the personal choice for females regarding the limiting features of gender ascriptions? Archer (1984) explored this gender effect in a study of the occupational beliefs of children. In this work, 5th grade and 11th grade students were asked to indicate which gender could complete the tasks required for each of 44 occupations. Gender differences appeared to decrease as the age of the subject increased. However, kindergarten girls were more liberal in their career view than the males. However, there were no significant sex differences in the responses of 5th and 11th grade students. Those who participated in the survey were further asked to consider the question: "What would you like to be?" In response, males and females selected a nearly identical number of occupations demonstrating a similarity of awareness for occupations by both genders (Archer, 1984). Therefore, many personal qualities may be maintained although there are changes in the socialization of females. Therefore, male students may not be included in preparation for transitions by learning support strategies of female students without empowering

themselves. To the degree this occurs, male students may be influenced to undermine important socialization of female students. Further, females are not likely to learn how to support males without limiting their own opportunity.

Further, maturation seems clearly indicated as an important variable influencing gender effects in occupational decisions within the school environment. For example, occupational sex role stereotyping seem to be less evident in children of today compared to children in previous generations (Smith, 1995). To explore this ingredient, 24 suburban students (12 males and 12 females) were asked 6 questions designed to compare the importance of careers to adolescent girls and boys. The participants came from grades 6, 8, 10, and 12. The results indicated girls of junior and senior high age were more likely to explore traditional careers than their male peers, although interest in nontraditional careers increased for girls as they grew older. Also, girls involved in the study reported a lack of a support system to aide in the development of their career choice (Archer, 1985). Therefore, traditionality and conventionality may decrease over time among female students, although the desire for change may increase in spite of inadequate support.

A variety of strategies are available to schools in facilitating career exploration and decisions among students. The goal is for students to experience adequate guidance to assure they have the necessary background to support their career efforts. Providing current career information and gender unbiased textbooks

(Gonzales-Suarez & Ekstrom, 1989) figure prominently in these efforts. However, special support for broadening career horizons for female students (Bartholomew & Schnorr, 1994), recognition of incidental teaching and learning methods (Barnhart, 1983), and self-evaluation activities of counselor beliefs (Bartholomew & Schnorr, 1994) figure prominently in gender supportive school environments. However, fully implemented comprehensive counseling programs which are able to address a full array of human qualities in students seems to be gaining professional support and acceptance (Lapan, Gysbers & Sun, 1997).

In summary, socialization within the home is an important ingredient in personal development and gender identity. While schools have a primary responsibility to facilitate career development, families and peer associations clearly contribute in important ways. Further, relational learning seems to be as important as career information in perceptions of options among students. However, male students receive more cultural affirmation regarding personal perception of self, career options and personal differentiation. In contrast, female students receive messages regarding gender which limit their occupational opportunity while elevating the importance of relational qualities. Also, schools limit the environment for learning by using specific structured methods and peer comparisons regarding career considerations seem to further hamper development in girls. However, males may be limited in their preparation in qualities like sharing and cooperation which likely limits them in

relationships. Educators and parents share a common interest in socialization of children to participate fully in relationships while contributing to their greatest potential within the world of work.

Rural Community Lifestyle

Conventionality and traditionality seem to be important qualities for rural families and are likely to be prominently featured in the socialization of their children. These standards, while important to community stability, may be less appropriate for successful adaptation in non-rural environments, and fundamental to personal disadvantage, i.e., learned helplessness and passive approaches in problem solving (Elliott, 1987). For example, Smith (1995) studied sex-role stereo-typing among 136 elementary students in grades 4 through 6. The students chose which gender could perform the tasks associated with 35 occupations. Students of non-white ethnic backgrounds tended to use more occupational stereo-typing than white students.

While the image of rural communities includes bucolic well-being and a pastoral lifestyle, it is more likely rural communities are organized to disquise and normalize community problems (Vidich & Bensman, 1968). In other words, the serenity of most rural communities seems to be more myth than reality (Coward & Smith, 1985), and the turmoil which is a likely outcome may not be addressed. Billings (1992) examined occupational stereo-typing among 164 elementary students in grades 2, 4 and 6. In this study, male and female students from low socioeconomic status parents

seemed to have higher levels of sex-role stereo-typing than those from high socioeconomic parents. Therefore, circumstances like when parents experience financial hardship or loss may play a role in attitude states of their children. The likelihood of other forms of discrimination may increase in a similar way.

Financial hardship seems to provide many families with ongoing struggles. Frequently, family tension initiated by role transitions and financial distress figure prominently in marital and family disruption (Voydanoff, 1984). Conflict management under these considerable tensions are featured in marital counseling strategies (Sperry & Carlson, 1991; Nelson, 1988). Therefore, movement beyond traditional modes of gender identity development and associated attitudes may be fundamentally featured in work with families through the creation of novel adaptations. Providing opportunity, teaching flexibility, and improving conflict resolution and communication skills seem to be important adaptations for families (Nelson, J. 1988).

To further illustrate the conventionality phenomenon, a study of 9th grade students in 128 Pennsylvania school Districts indicated that enrollment in vocational programs tended to be along very traditional gender lines (McKenna & Ferrero, 1991). A questionnaire was provided to each of the 5,937 students during social studies classes. The researchers focused on the factors considered by 9th grade students while choosing an occupation. The careers that girls expressed the most interest in were secretary, cosmetologist, lawyer, nurse and doctor. Males responded most

favorably to engineer, pilot, auto mechanic and lawyer. While males from rural areas and females from urban areas were inconsistent in their considerations, there was a great deal of general interest in vocational education. Therefore, it was not clear how individual student interests evolved and the personal process which occurred resulted in student discriminations between conventional and non-conventional occupational aspirations. Therefore, females and males have conventional and professional aspirations, and the ultimate blending of skills and abilities associated with these positions seems to be a fertile area for personal guidance during exploration.

Diminished levels of personal empowerment are often expected to influence career decisions in important ways. In fact, inadequate preparation may limit personal striving to the degree children are vulnerable in later adaptations, including social relationships. In a study of career development and family dynamics among 24 elementary children (fourth through sixth grade), half of the children believed they already made important career choices and many indicated they were becoming committed to a conventional lifestyle regarding marriage and family (Seligman, Weinstock & Heflin, 1991). This indicates they were clear about their career choice and likely received parental, peer and school support even though there is substantial evidence their choices may be tentative or inappropriate at this stage in their development. In other words, the feedback these children received may not match the demands from the world of work, nor provide developmental

reinforcement for autonomy in thought and independence in decisions. Therefore, they are as vulnerable to dependency on others for life affirmations, belief in stereotyping as acceptable in decisions, and significant job dissatisfaction (Holder & Anderson, 1989) in their adult years as students who did not have family and peer support. In other words, there is more likely support for students who follow conventional planning limited self exploration than there is for autonomy in decisions and openness during self exploration.

Therefore, traditional gender orientation and conventional values are likely to be hurdles for youth making career decisions, especially females and other students who are attracted to non-conventional careers and lifestyles. For example, internality is often associated with traditional criteria of success and achievement. In a project involving 140 seventh grade students representing below-average, average and above average achievement groups, males demonstrated a more internal valuation style and females were more external. These findings illustrate the importance of internal investments and the diminished effect of external attributions to identity development, i.e., learned helplessness which was pronounced among female learners (Robison-Awana, P., Kehle, T. & Jensen, W. , 1986).

In summary, career development theorists emphasize the importance of role socialization (Super, 1984), the power of stereotyping (Weinrach, 1984), and the influence of family relationships (Roe & Lunnenberg, 1984) in career choice.

Therefore, schools and families, may share contributions to success in career and relational decisions of children and youth. Despite the importance of career choice and an emphasis on the well being of children, the availability of a comprehensive effort to provide career resources and support to students in a timely fashion, especially in rural communities may be tenuous. Frequently, in the past females and the disadvantaged experienced inadequate preparation for the world of work (Ginzberg, 1984). This may be demonstrated today in the achievement of elementary students in rural communities. Ironically, traditional methods of career education may be expected to produce only minimal departures from traditional career decision modes. For example, in a study of sixty-one English middle school students, career decisions were made in the context of relationships perceived as extremely value-laden. Female learners were more likely to choose relationally than males (Janman, 1989). In spite of some promising strategies, gender perception, i.e, stereotyping continues to provide hurdles in the development of students, especially females. Also, dissatisfaction may be a prominent feature in the future prospects of the work lives of many women. The effects of personal dissatisfaction are likely expressed during family conflict and work. For example, in a study of rural school programs among Iowa communities, isolation, financial distress, and family support and patterns of communication were implicated in limitations around student career decisions. Further, schools and families had inadequate resources to combat the contribution of these phenomena

to the at risk elements among children (Elliott, 1987).

Therefore, programs which address work values (Janman, 1989), flexibility in curriculum choices (Mulkey, 1989) and attitudes toward non-traditional occupations (McKenna & Ferrero, 1991) seem to play powerful mediating roles. However, instructional strategies alone are not likely to make a substantial difference in providing students with necessary relational or personal background (Calsyn, Quicke & Harris, 1980). An important exception to this trend occurs as a result of academic achievement (Awana et al, 1986). Therefore, in spite of a variety of challenges to programs including federal support deficits (Sher, 1978), limited school resources (Sutton, 1988), pervasive isolation (Elliott, 1987), and ever expanding recruitment within psychological fields (Fagan & Hughes, 1985; Helge, 1985), counselors seem challenged with a historical call to implement comprehensive programs which address the needs of children in rural communities (Elliott, 1987; Sher, 1978; Sutton, 1988; and Kansas Guidance Communications Council Task Force, 1997.

Methods

Sample

Sixty-two students from elementary schools in western Kansas were included in the current study. They were in the sixth grade classrooms although located in two different schools. An experimental design was selected for this study. The control group consisted of twenty-three girls and thirteen boys from southeast Kansas. At the time of the post test administration there were

fifteen girls and twelve boys. Attrition, then, was minimal. The treatment group consisted of sixth grade students from a small southwest Kansas school. In both the pretest and post test there were ten girls and sixteen boys. In the treatment group, there was no attrition.

Treatment included a six week unit in career education. This material included activities requiring students to research, write letters, interview, play games, and participate in career shadowing. The career unit was presented during the months of March and April of 1993, and two months was allowed between the pretest and post-test. The treatment group experienced about thirty minutes of teaching time of career education on a daily schedule. The control group experienced a traditional learning experience approved by the local school district regarding career information.

Instruments

The instrument used to assess gender orientation was developed by Brogan, D. & Kutner, N., (1976). The Sex-Role Orientation Scale (SOS) is a 36 item questionnaire requiring the respondent to agree or disagree. It was used as a rough estimate of traditionality. In other words, mid-range to low scores were anticipated because of the age of the participants. Therefore, their scores were dummy coded (1 or 2) to reflect conventional (traditional) or unconventional (non-traditional) beliefs regarding gender. A second instrument was used to assess career beliefs associated with gender (stereotyping). The Children's Sex-Role Test (CST) was

developed by S. Moore (1985). The CST contains words connoting masculine, feminine or neither beliefs. The child responds with always, usually, sometimes or never as the word most closely describes their perception of gender appropriateness of occupations. The CST is scored using a similar method to the BEM Sex-Role Inventory. The reliability of this instrument was obtained by using 74 girls and boys in grades 4-6. The split-half and test-retest reliability coefficients were .86 and test/retest .79 and above (Moore, 1985).

The third instrument involved in this project was the Self-Perception Profile for Children (SPPC) developed by Harter (1985). It assesses personal qualities as the child perceives them in six areas: Scholastic competence, social acceptance, athletic competence, physical appearance, behavioral conduct, and global self-worth. It was used to provide participant perceptions of self-concept.

Analysis

As much as possible, responses were collected under standardized conditions. In other words, students were assessed in the same year and grade, and were exposed to comparable material relevant to students in the sixth grade. Further, the female teachers in the effected classrooms were different personally and in style, although the teacher in the treatment group is considered a master teacher.

After tabulation of data, differences were assessed using discriminant function analysis. Discriminant function analysis was

used in one project to determine whether occupational choice and work value orientation were significantly featured in the sex role orientation of urban mid-western graduate students (Fruad & Kammer, 1989). In the current project the analysis was divided into two phases. In the first phase, the scale for perceived scholastic competence was used to indicate attitudes toward achievement and establish the discriminant groups. High achievement perception was defined as scores above 2.77 and low achievement perception was defined as less than 2.77. In phase two, traditionality, belief regarding occupational stereotyping, self-perception regarding social skills, conduct and deportment, attractiveness, and self worth or character became the dependent variables in the analysis (Phase 2). In other words, those variables which are significant elements in distinguishing groups contribute substantially to group differences. They form a function which may be significant.

Further, the secondary analysis using discriminant function analysis provides other techniques. First, Mahalanobis distance between group centroids is a means to evaluate group similarity, i.e., whether the sixth grade students with different scholastic competence are in separate groups and differ by variables included as a function. Second, cannonical correlation between discriminating variables and the discriminant function indicates the relative contributions of each variable to linear combinations that maximize the discrimination within scholastic competence. Third, each case is re-assessed through the discriminating function by assigning each case to a group based on the established

function. It predicts scholastic competence group membership by evaluating the role of the function for that case compared to chance placement alone. To be considered a significant function, better than fifty percent accuracy in group prediction is believed necessary.

Results

The measures of central tendency (Appendix) indicate that generally scores increased and became more focused between pre- and post-test. Specifically, sociability (Social Acceptance) Global Self-worth, Behavioral Conduct and Athletic Competence decreased for females. However, conventionality (traditionalism), masculine stereotyping, physical appearance and scholastic competence scores increased. In contrast, males tended to have lower masculine stereotyping and physical conduct scores at post-test. Also, other scores on scales for male participants included in the project increased, although some only slightly. Scores for the students generally increase between testing times, while feminine stereotyping stayed the same with a wider distribution for both males and females.

The spread of the group centroids (Table 5) as validated by the eigenvalue seems adequate to describe distinct groups. Also, the Wilkes' Lambdas provide evidence for a certain amount of unexplained variance (0 = strong group differences, 1 = no group differences). However, the cannonical correlations indicates a degree of association between group assignment and discriminating variables (chi-square) seems substantial and is significant (Table

2).

Discriminant function coefficients are preferred when standardized (Norusis, 1985) and indicate the relative contribution of a variable to the overall discrimination (Table 3). In this study, the contributions of perceptions for conventionality and global self-worth tend to be diminished between pre- and post-test. The contribution of gender stereotyping, athleticism, physical appearance, behavioral conduct and gender increase relative to perceived scholastic competence. The discriminant function itself is significant (Table 2), and group prediction increases from what is expected by chance (50%) to nearly 74% at pretest and over 78% at post-test (Table 4).

In conclusion, the results of this research provide important information indicating that students seem to be responding to gender socialization in a way which enhances scholastic competence in male students. Also, perceptions of femininity appear to begin limiting perceptions of scholastic competence in females. Further, despite corrective instruction provided through a unit on career education and influential female adult models, self assessments continue to appear undermined among sixth grade students at a time prior to entering middle school.

Discussion and Implications:

Evidence indicates that women experience (but not limited to) particular physical health concerns and vulnerability to depression (Cleary, 1987), multiple role stress (Barnett & Baruch, 1987), stress from caring for others (Wethington, McLeod & Kessler, 1987),

and personal violations (Janoff-Bulman & Frieze, 1987). However, men were more likely than women to experience effects from work-related stress, depression from work, and being treated unfairly and impersonally (Aneshensel & Pearlin, 1987). Also, gender role perceptions and personal scripts figure prominently in lifestyle decisions regarding these phenomena (Belle, 1987). Further, early adolescence seems to be a promising period for repair from the damaging outcomes in engendered socialization for both males and females in preparation for adulthood (Bush & Simmons, 1987). Therefore, the method of providing gender socialization seems to have dramatic implications for physical, cognitive, emotional and spiritual development (Gilligan, 1982). Further, gender socialization may be a concern for communities, schools, churches and human service providers. For example, critical thinking skills seem exercised by applying career decisions to the future goals of the child with opportunities for exploring personal qualities, the world of work and future predictions of likely matches (Torrance, 1989). Further, technology and computer applications seem to provide an especially fertile ground for implementing these strategies (Torrance, Goff, and Kaufmann, 1989), and providing opportunities for parents, churches and schools to coordinate their efforts while sharing with children.

However, the tenacity of traditional gender beliefs and the limiting effects in career decisions for women was demonstrated in a study of 128 white, urban, females graduate students from a mid-western university (Found & Kammer, 1989). In this university

population, a multi-dimensional approach was necessary in order to widen career horizons. Even among elementary children, career learning exercises alone are not likely to elevate self-esteem dramatically or contribute meaningfully to gender socialization in a rural elementary school as presented in this study. In other words, middle adolescence includes the development of those abilities necessary to accomplish difficult tasks, skills to work in groups, willingness to take risks, and autonomous problem-solving (Havighurst, 1952). This indicates there are several skills associated with personal preparation for work and relationships which involve several dimensions and may interact with each other. Therefore, the approach taken for career decisions has likely implications for personal development and the degree of self awareness which is developed may dramatically influence individual openness to alternatives.

In view of these compelling arguments regarding the limiting effects of gender stereotyping and adult biases regarding the career decisions and achievement of children and youth, the experience of students in schools provides a powerful context for adaptation to transition. The school is challenged to provide a element of stability over time regardless of fluctuations in their size, resources and employment change of parents (Nordby, 1997), and community allegiance to conventionality. To account for some of this turmoil, the Kansas Guidance Communications Task Force initiated an intense series of meetings to produce a model for school counseling programs (Kansas Guidance Communications Council

Task Force, 1997).

The product of these sessions includes provisions for counseling programs to provide developmental services, professional teaming, information and assessment in order to amplify curriculum beyond career, educational, and personal and social development among Kansas students. Further, it advocates counseling programs which identify, organize and coordinate educational, community, and home/family resources toward implementing a wider mission (Kansas Guidance Communications Council Task Force, 1997). Certainly, many of the goals included in the Kansas model involve families in important ways. For example, goals for the personal/social domain include development of knowledge and understanding for the importance of positive self-concept, respect for individual differences, skills for interacting with others; adaptations to emotional and physical development; approaches for assuming personal responsibility in their lives; effective decision-making strategies; awareness of personal uniqueness; and interpersonal problem-solving skills (Kansas Guidance Communications Council Task Force, 1997). Also, Educational and Career domain goals are provided in sample form which include development of the skills for: understanding and using career information; the interrelationship of life roles and careers; different occupations and changing male/female roles; the career decision making process; a positive attitude toward work; and employment seeking skills (Kansas Guidance Communications Council Task Force, 1997). Clearly, families have an interest and investment in children and

youth becoming prepared for success (Table 6). Further, vulnerable or struggling families may ignore, distort or change activities which implement these goals for a variety of reasons (Gross & Capuzzi, 1989). Therefore, programs which prepare counselors to work with diverse families was believed to be an important consideration in counselor education for a regional university (Guss, 1992).

This approach provides an opportunity for the school counselor to utilize large group, small group, and individual counseling skills. Implementation involves presentation of a career development focus, i.e., Roe's home environment in elementary schools, self-concept development in middle school, or career decision making in secondary schools. Specifically, preparation of parents to presented material consistent with Roe's perspective regarding the home environment and parental approaches to supporting career decisions, including strategies for prevention of occupational stereotyping. Also, parents may present themselves as career participants and focus discussion on personal gender identity experiences. Further, small group sessions, i.e., provide opportunities for parents of middle school students to meet to review vocational concerns i.e., gender conflicts following a job shadowing project. Individual sessions can be utilized, for example in secondary schools, to support anchoring career decisions and further explore concerns for gender identity. Career and gender identity information may be provided by parents as "peer helpers" with professional support of school counselors. Finally,

family beliefs regarding gender orientation in career choices may be processed professionally.

In order to provide the necessary background to implement comprehensive counseling programs within the western Kansas region family facilitation is emphasized through a four-course sequence which complemented a traditional counselor education program. It includes: Social and Cultural Foundations, Family Counseling, Family Development Programs and Advanced Family Counseling. Also, independent study electives, practicum and intern experiences are featured. The intent of the sequence is to prepare counselors in the region to define student qualities developmentally and in context, address student concerns from a family systems perspective, apply and implement strategic planning and brief therapy models to address family resources and community support needs, understanding and comfort in addressing individual counseling from a relational perspective, and skill in providing guidance and support using a family base.

Formats for these courses provide content, discussion and guidance, and material for counselors to address ethnic diversity, gender, ageing, social economic status, and world view concerns and a developmental and brief therapy perspectives for problem solving. The components of a healthy relationship are presented, i.e., mutuality, sharing, empowerment and strategies for special adaptations, i.e, single parent, step-, and single gender families, are provided. Further, family systems are discussed for the purpose of contextual awareness, and applied to behavioral concerns

around marital enrichment within rural communities, i.e., physical, emotional, sexual abuse and the violation from caring received from a parent abusing substances.

Family resource support and family life education frameworks are utilized in preparing counselors to develop programs for family support. Further, the solution focused approach is presented and discussed for future counselors to become aware of program refinement often associated with a healthy relational perspective. Also, a strategic planning exercise is provided to encourage counselors in reframing individual, family and community needs. Developmental activities, strategies, and information on successful programs and additional resources are included. Family assessment and a recovery framework are presented for counseling students to become familiar with addressing family and relational concerns and issues. Further, family counseling masters practitioners are observed during implementation of strategies for refinement. Unique perspectives, i.e., dream and grief work, conflict resolution, divorce mediation and custody evaluation are introduced. Hypno-therapy and Eye Movement Desensitization and Reprocessing are being explored as supplements to existing specialties useful in family counseling.

In summary, research implicating the deficits to female and male youth through gender stereo-typing and other discriminations was provided. Also, it was demonstrated that there are current disadvantages experienced by students which may be distractions throughout the lifespan. Further, schools, families and

communities are featured as inadequate support resources for children and youth in existing approaches. In addition, a comprehensive program design distributed in a way which enriches individual students holistically, i.e., physical, cognitive, social, emotional and spiritual domains was discussed. Finally, a family and relational background is presented as an important ingredient in preparation of counselors to address the needs of rural students. Evaluative research will ultimately demonstrate the efficacy of this approach.

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Table 1
Pre- and Post-test Means and Standard Deviations of Students with Different Levels of Scholastic Competence

Variable	Pre-Test		Post-Test	
	Mean	Standard Dev.	Mean	Standard Dev.
Athletic Competence	2.8328	.7520	2.8826	.6932
Behavior Conduct	2.8869	.5824	2.8609	.5552
Physical Appearance	2.7033	.8756	2.6543	.8046
Social Acceptence	2.7656	.8064	2.7717	.7641
Global Self Worth	3.0475	.7054	3.0478	.7201
Traditionalism	29.5902	5.4601	30.1087	5.7435
Feminism	2.2525	.4975	2.2087	.4545
Masculinism	2.2672	.4381	2.3174	.3779

Table 2
Pre- and Post-Test Estimates, Associations and Significance of Group Differences

Type	Pre-Test	Post-Test
Eigenvalue	.640	.606
Wilks' Lambda	.610 ($p < .001$)	.623 ($p < .001$)
Canonical Correlation	.625	.614
Chi-Square	28.935	20.603

Table 3
Discriminant Function Coefficients for Scholastic Competence *

	Standardized Coefficients	
	Pretest	Post-test
Traditionality	.4283	.1431
Masculinism	.0875	.4114
Feminism	.1098	.3045
Athleticism	.0959	.3406
Physicality	- .2285	- .2708
Behaviorism	.1533	.2867
Global	.9035	.7517
Gender	- .1212	- .2843

* Primary Analysis

Group 1 = < 2.77

Group 2 = > 2.77

Table 4
Prediction of Group Membership Using Discriminant Function

Classification			
		Pretest	
		1	2
	1	22 (73.3%)	8 (26.7%)
	2	8 (25.8%)	23 (74.2%)
		Overall	45/61 (73.8%)
		Post-Test	
		1	2
	1	17 (77.3%)	5 (22.7%)
	2	5 (20.8%)	19 (79.2%)
		Overall	36/46 (78.3%)

Group 1 = < 2.77

Group 2 = > 2.77

Table 5
Group Centroids for Different Groups by Scholastic Competence

Function	Pre-Test	Post-Test
1	-.800	-.795
2	.774	.729

Group 1 = < 2.77

Group 2 = > 2.77

Table 6
Developing a Counseling Program Curriculum

Preparing Students with the Skills of Living, Learning, and Working

Living Skills

A strong self-concept and belief that (s)he masters
Understanding personal feelings and those of others
Ability to relate to others socially and on tasks
Establishing goals and striving
Understanding and appreciating diverse cultures
Willingness to live and work with those who are different
Establishing quality personal health practices and standards for wellness
Utilizing basic consumer skills

Learning Skills

Command of the English language
Development of strong literacy skills
Development of numeracy skills
Understanding Culture
Understanding science and skills at technology
Understanding global relationships
Development of information processing skills

Working Skills

Knowledge of self, personal interests, and values
Knowledge of career options and necessary knowledge
Understanding organizations and systems
Leadership skills
Group, organizational, imaginal, and creative skills
Management of work and entrepreneurial skills
Necessary and appropriate work ethic
Personal authenticity and appropriate boundaries
Awareness of principles in collective bargaining

Adapted from:

Kansas Guidance Communications Council Task Force (1997). Kansas Comprehensive School Counseling Program: Model and Guidelines (pp. 23-25). Topeka, KS: Kansas State Board of Education.

Appendix
Central Tendencies for Males and Females

Variable	Female		Male		Total	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
Scholastic Competence (Pretest)	2.77	.85	2.6	.56	2.68	.72
Scholastic Competence (Post-test)	2.97	.74	2.9	.57	2.94	.66
Social Accept (Pretest)	2.72	.84	2.69	.74	2.7	.78
Social Accept (Post-test)	2.66	.76	2.846	.763	2.75	.76
Physical Apprn (Pretest)	2.75	1.03	2.55	.7	2.65	.88
Physical Apprn (Post-test)	2.78	.9	2.53	.72	2.66	.81
Athletic Comp (Pretest)	2.86	.81	2.75	.63	2.81	.72
Athletic Comp (Post-test)	2.84	.77	2.9	.63	2.87	.69
Behavioral Conduct (Pretest)	2.9	.62	2.81	.57	2.86	.59
Behavioral Conduct (Post-test)	2.83	.52	2.92	.6	2.87	.56
Global Self-Worth (Pretest)	3.08	.78	2.85	.53	2.97	.67
Global Self-Worth (Post-test)	3.02	.75	3.05	.71	3.04	.72
Feminism (Pretest)	1.99	.45	2.47	.47	2.22	.51
Feminism (Post-test)	1.99	.36	2.47	.397	2.22	.45
Masculinism (Pretest)	2.41	.44	2.06	.389	2.24	.45
Masculinism (Post-test)	2.5	.31	2.1	.30	2.3	.36
Traditionality (Pretest)	27.0	5.6	30.45	4.38	28.69	5.83
Traditionality (Post-test)	29.22	6.34	30.82	5.11	30.00	5.76

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